

**THE ABILITY OF THE FIRST YEAR STUDENTS OF SMA
NEGERI 1 SERAM UTARA (MALUKU REGENCY) TO
PRONOUNCE ENGLISH CONSONANT SOUNDS**



A Thesis

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ABSTRACT

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This thesis studied about The Ability of the first year Students to Pronounce English Consonants Sounds. The aims of this thesis is to find out the ability students to pronounce English consonants.

The writer used a descriptive method in analyzing and collecting the data. The descriptive statistical method was used to described the ability of the first year students SMA Negeri 1 Seram Utara (Maluku regency) to pronounce English Consonant sounds.

The results of this research showed that the ability of the first year of SMA Negeri 1 Seram Utara to pronounce English consonants was categorized as poor. It was shown by the mean score was low or poor. The result of this research showed that the mean score of the ability to pronounce English consonants was 40,33. This showed that the ability of the students to pronounce English Consonants was poor

Based on those results, the researcher concludes that the students' ability pronounce English Consonants was poor or low.

CHAPTER I

INTRODUCTION

A. Background

The first step in learning a language is to learn the speech sound of the language . It is impossible to speak a language without knowing how the sound of language is produced. Pronunciation as one of the linguistic factors is very important in any linguistic event. One who wants to get her messages across orally would not be able to achieve her desire unless she has a good pronunciation. The messages will not come across properly if the sounds are not understood. That is why if someone mispronounces some words or phrases, she will misinterpret any sound so that the communication cannot take place.

The mispronounced means making some errors in pronouncing any sound. For Indonesian speaker of English mostly find difficulties to pronounce the sounds that do not exist in Indonesia alphabet. They tend to apply some rules of their mother tongue that make them pronounce the sounds incorrectly (Syahriani 2006:46). Considering the particular pronunciation difficulties that speaker from some different language background might have as a result of the influence of their first language (Zilenski, 2009:116).

In English pronunciation, it is really important to distinguish one sound to another sound because a different sound can make a different meaning. However, in Indonesian alphabet sometimes it is not really trouble when mispronounce any sounds just in final or initial sound because it does not fully change the meaning. For instance, the word 'sebab' (cause) the final sound phonetically is realized as

/p/ rather than /b/, sound /v/ is realized as /f/ like *varietas* (variety) and so on, so when they meet the word 'knob' and 'mob' , 'bet' and 'bed', 'fan' and 'van' are pronounced the same. This problem always happens in English consonant sounds (Syahrani 2006:39) in her research, she found that more than 50% the students pronounced sounds /v/, /ʃ/, /f/, /θ/, /dʒ/, /ð/, /ʒ/ incorrectly. For example : the incorrect pronunciation from the students /wef/, /acktueli/ ,/bras/, /tink/, /eig/, /dos/, /okeisn/ and the correct pronunciation actually is /weiv/, /ackʃueli/, /braʃ/, /θɪnk/, /eidʒ/, /ðəʊz/, /o'keɪzn/.

Pronunciation problem occurs because of similarities between (ʒ) and other sounds examples if you say (ʃ) instead of (ʒ): *vision* will sound like *vishion* and (dʒ) instead (ʒ) *pleasure* will sound like *pledger* (Poms, 2005:8).

In relation to this appearance of problem that influences to the students English ability in which the students become reluctant to speak in English and even shy to express their idea, they find difficulties to understand the material of listening comprehension in particular and finally the students make negative perception to the English lesson in the school.

Based on the researcher learning experience in 2005-2008 academic years in SMAN 1 Seram Utara (Maluku Regency) which the teacher never explained such as phonetics symbols in dictionary and practice them orally, so that the students mostly were not familiar and getting hard to pronounce the sound that do not exist in Indonesian alphabet. Thus, if the students and their teacher could not be early aware of this phonemic problem it can mislead them then becomes an obstacle to master English well especially to require good English pronunciation.

Takandengan an English teacher of SMAN 1 Seram Utara (Maluku Regency) stated the phonemic problem caused by the competency of some English teacher who didn't teach pronunciation intensively to the class.

From explanation above, the writer will conduct a research concerns with the ability of students to pronounce English consonant sound. The research will focus on the first year students of SMAN 1 Seram Utara (Maluku Regency) Kecamatan Wahai.

B. Problem Statment

Based on the background above, the writer formulate three research question :

1. How is the SMAN 1 Seram Utara (Maluku Regency) Students' ability to pronounce English consonants ?
2. What are the reasons of the students when they face difficulties in pronouncing the consonants ?

C. Objectives of the Research

The objectives of this research are :

1. To find out the ability of the students of SMAN 1 Seram Utara (Maluku Regency) pronounce English consonant.
2. To identify the reasons of the students when they face difficulties in pronouncing the consonants .

D. Significance of the research

This research is expected to give some information to the teachers and other people about the students ability and their difficulties to pronounce English

consonant sounds. It is also hoped that this research can give valuable contribution to the teachers in order that they will focus on teaching the common words which are mostly mispronounced by the students.

E. Scope of The Research

The writer only focuses on the English consonant sounds namely /v/, /tʃ/, /ʃ/, /θ/, /dʒ/, /ð/, /ʒ/. because these symbols do not exist in the Indonesian sound systems. The writer picked out the common words from Oxford learner's Dictionary that have been signed as the key words.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

This present research has some relation with the previous researches such as:

Rahmania (2001) in her thesis “The Mispronunciation of English Phonemes by Buginese students” This thesis uses descriptive method. She found the description of the mispronunciation of some English consonants and vowel phonemes, which are not found in Buginese by the Buginese students of English Department of FBS UNM. They are : /v/, /ʃ/, /ð/, /θ/, /ʒ/, /z/, and /ɔ:/, /ə:/, and /æ/. This research concluded that the first semester Buginese students of English Department at UNM have difficulties in pronouncing the unfamiliar English consonant and vowel phonemes, which are not found in Buginese.

Randi (2006) in his thesis “ The Difficulties of the third year students of SMAN 3 Belopa in Pronouncing English Consonants” This thesis uses descriptive method. He found difficulties in pronouncing English affricative and fricative sounds. This research concluded that the third year students of SMAN 3 Belopa have difficulties in pronouncing the unfamiliar English consonant sounds. More than 50% of the students pronounced those affricative and fricative sounds incorrectly.

Sri (2008) in her thesis “The Student’s Ability to Use the English Word Stress”. Her research find out how is the students ability to use word stress in noun, verb and adjective. She found that the ability to use the English word stress

to the noun, verb and adjective in one syllable was very good. Noun and adjective in two syllables was fairly good. Noun and adjective in three syllables was fair. Verb in two syllables was poor. It was indicated by the data which the students' ability to use the English word stress to the noun in one syllable (8,6), two syllable (7,29), and three (5,80). The students' ability to use the English word stress to the verb in one syllable (8,13), two syllables (5,4), and three syllables (8,66), two syllables (7,83) and three syllables (6,27).

Syahriani (2006) in her thesis "Problem Faced by Makassarese Students of SLTP Negeri 15 Makassar in Pronouncing English Phoneme" This thesis uses descriptive method. She found that because of difference of sound system of English and Makassarese, students have a lot of problems in pronouncing words. The problems that they face are caused by the fact that there are some English phonemes that do not exist in their mother tongue.

You (2002) in his thesis "The Pronunciation Problems in developing oral skills" This thesis uses descriptive method. He found that lack of pronouncing theses phonemes was caused by having low frequency to pronounce the unfamiliar sounds. He stated that third semester students of English Department of FBS UNM in 2002-2003 academic year have low ability to pronounce the phonemes, such of the problems vowel /æ/ and the consonant /t/, /j/, /θ/, /dʒ/, /ð/, /ʒ/.

Based on the some findings above, the writer concludes that:

The similarity of those researches above, is all that of them are talking about pronunciation students' Rahmania talked about the of mispronunciation students. Afterwards, You focused on the pronunciation problems. Sri discussed on the

ability to pronounce English word stress. And Syahriani concern on the problems faced in pronouncing English phonemes of SLTP Negeri 15 Makassar while this research discussed about ability to pronounce English consonant sounds by The First year students of SMAN 1 Seram Utara (Maluku Regency).



B. The Concept of pronunciation

There are some definitions of pronunciation given by linguists as follow:
Zilenski (2009:11) stated that pronunciation is refers to how we produce the sounds that when we speak.

According Craft in Rahmania (2001:9) pronunciation is the way of expressing the sound of the words. He argues that in teaching pronunciation, teacher models the pronunciation and later asks the students to judge every word he is saying, the word that the says consist of two different words but almost the same in pronunciation namely the minimal pairs.

Beside, that Byrne define pronunciation is the sound that a speaker can imitate from the speaker and they say to after listener (Byrne 1987:8).

Furthermore, Broughton (1988:49) states that pronunciation is way to sound the words of which to give its meaning” He continuous that in teaching pronunciation, the teacher has to repeat the sounds or the pronunciation of a word until the students can get the perfect one.

As a property of a word which determines meaning, *pronunciation* includes such terms as *sound*, *stress* and *rhythm*, *intonation* (Harmer, 1991: 11) These explanation of the three sections below:

1. Sounds

In human language, it deals only with sound can be meaningless, so that some different sounds are put together and bear a meaning about something. It is useful to list and define the sounds or phonemes of the language by writing them

down using phonetic representations. Different books vary as to exactly which and how many symbols are used.

2. Stress and Rhythm

Stress is indicated in writing, probably the simplest way to do so is to write which carries the central stressed syllable (other syllable, if there are any, are lightened). The sentence: “peter, come here please!” for example, would be divided in to two main stress on the first syllable of “peter” and the word ‘here’ if we speak English with the wrong rhythm and stress, our speech may sound short, sharp, and strong.

3. Intonation

Intonation, the rises and falls in tone that make the ‘tune’ of an utterance is an important aspect of the pronunciation of English, often making a difference to meaning or implication. A native speaker usually has little difficulty in hearing intonation changes in his or her own language. Others however, may not find it so easy.

C. Kinds of Pronunciation

According to Yapping in Fahmiwaris (2002:7) there are three kinds of pronunciation, namely:

1. Native pronunciation

Native pronunciation is the way of expressing words by native speaker, the style of this pronunciation is a typical and that in countries where english is used as the mother tongue.

2. Native like pronunciation

Native like pronunciation is the way of expressing words by non-native speaker that sound like a native one, the style of this pronunciation is usually found in the countries where English is taught and learned as a second or a foreign. The learners and the language users find it very difficult to use a native like pronunciation, they use their own ability to pronounce the words as it is. We can find the pronunciation like this in many countries in Asia.

3. Non-native like pronunciation

All English learners in the countries where English is used as a foreign language commonly use the English pronunciation that is involved in this category. The learners and the language users find it very difficult to use a native like pronunciation, they use their own ability to pronounce the words as it is. We can find the pronunciation like this in many countries in Asia.

D. The Difficulties of Pronunciation

Zilenski (2009:116) states that influences difficult pronunciation a learner's English pronunciation is likely to be influenced by their first language, and although an accent does not necessarily make a learner difficult to understand, a very strong accent can affect how intelligible they are. Consider the particular pronunciation difficulties that speakers from some different language backgrounds might have as a result of the influence of their first language.

Furthermore, Zilenski (2009:61) using the pronunciation chart provides a way of noting down the pronunciation difficulties of different learners in a class. There is a space to write each learner's name and language background, and you can then note their particular pronunciation difficulties under the various

headings. The headings cover the difficulties that have been found to affect a learner's intelligibility. They include :

1. Stress (in individual words and groups of words in connected speech)
2. Vowels (single vowels and diphthongs)
3. Single consonants (in any word position-beginning, middle, and end)
4. Consonant clusters (in any word position-beginning, middle, and end)
5. Other (additional features not included under the other headings)

According to Poms (2005:126) that students of English as a second language may be afraid so use certain words because they are difficult to pronounce. Some example of possible pronunciation problems (Poms, 2005:126-196)

1. The sound (ð) is another unfamiliar sound. It may be difficult for you to recognize and produce. You probably substitute the more familiar sound (d) or possibly (z) or (dʒ).

Example: If you say (d) instead of (ð): **they** will sound Like **day**
 If you say (z) instead of (ð): **bathe** will sound like **bays**
 If you say (dʒ) instead of (ð): **than** will sound like **jan**

2. The consonant (ʃ) may not be familiar to you. You may accidentally substitute the more familiar (s) or (tʃ) sound (the sound to be covered next).

Example: If you say (s) instead of (ʃ): **she** will sound like **see**
 If you say (t) instead of (ʃ): **shoe** will sound like **chew**

3. The sounds (ʃ) and (j) are easily confused with one another.

Examples: If you say (j) instead of (ʃ): **chair** will sound like **share**
which will sound like **wish**

4. Pronunciation problems occur because of similarities between (ʒ) and other sounds.

Examples: If you say (ʃ) instead of (ʒ): **vision** will sound like **vishion**

If you say (dʒ) instead of (ʒ): **pleasure** will sound like **pledger**

5. Confusing English spelling patterns and similarities between (dʒ) and other sounds cause your pronunciation problems with (dʒ).

Examples: If you say (j) instead of (dʒ): **jell-O** will sound like **yellow**

If you say (ʒ) instead of (dʒ): **legion** will sound like **lesion**

If you say (t) instead of (dʒ): **badge** will sound like **batch**

If you say (h) instead of (dʒ): **jam** will sound like **ham**

6. Students frequently substitute (b) for (v) when speaking English. This can greatly confuse the listener!

Examples: If you say (b) instead of (v): **very** will sound like **berry**.

vest will sound like **best**

7. The sound (θ) does not exist in most languages. Because it may be difficult for you to recognize, you probably substitute more familiar sounds.

Example: If you say (s) instead of (θ): **thank** will sound like **sank**.

If you say (ʃ) instead of (θ): **thin** will sound like **shin**

If you say (f) instead of (θ): **Ruth** will sound like **roof**

If you say (t) instead of (θ): **path** will sound like **pat**

Furthermore, Ur (2001:12) explains some difficulties that are faced by the learners are:

1. A particular sound may not exist in the mother tongue, so that the learners is not used to forming it therefore tends to substitute the nearest equivalence he or she knows (the substitution /d/ or /z/ for the English th /ð/ as in that is a typical example).

2. A sound does not exist in the mother tongue, but not as separate phoneme: that is to say, the learners do not perceive it as a distinct sound that makes a difference to meaning. In Hebrew for example: both the /I/ and /i:/ (ship/sheep) sound occur, but which is used depends only on where the sound comes in the word phrase, not what the word means and if one substitutes for the other, no difference in meaning results, these are called "allophonic variation". The result is that the Hebrew speaking learners are not naturally aware of difference in English and may not hear it.
3. The learners have the actual sound rights, but have not learnt the stress pattern of the word or group of words or they are using an intonation from their mother tongue, which is inappropriate to the target language. The result is a foreign sounding accent, and possibly misunderstanding.

While Broughton (1988:14) states that such variations are a source of difficulty when a foreigner encounters native English pronunciation in his own country. Since it is impractical for a teacher to teach more than pronunciation in class and in any case.

Daniel Jones in Fahmiwaris (2003:6) stated the ways of overcoming the difficulties of pronouncing are presented as follows:

1. He must learn to recognize the language, when he hears them pronounced, he must moreover learn to remember the acoustic qualities of those sounds.
2. He must learn to make the foreign sound with his own organs of speech.

3. He must learn to proper usage in the matter of the “sounds attributes” of “prosodies” as they are often called (especially length, stress, and voice pitch).
4. He must learn sound voice patiently, to join each sound of a sequence rapidly and without stumbling.

E. The English Consonant

There are some definitions of consonants pointed out by several experts. Among others are as follows:

Hornby (1995:246) states that Consonants is speech sound produced by completely or partly stopping the air being breathed out through the mouth.

According to Jackson (1982:12) Consonants is those speech sounds which are produced with some kinds of closure in the mouth restricting the escape of air.

Beside that Crystal define Consonants are sounds made by a closure or narrowing in the vocal tract so that the airflow is either completely blocked or so restricted that audible friction is produced (Crystal 1985:67).

On the other hand O’connor, (1998:24) states that there are two good reasons for beginning with consonants with consonants rather than vowels. First, consonants contribute more to making English understood than vowels do. Second, consonants are generally made by a definite interference of the vocal organs with the air stream, and so are easier to describe and understand.

Consonants is one of the two major classes of speech sounds that can be identified either physically or auditory in stream of speech. In term of consonants

are negatively defined that sound which are not vowel. Therefore, some uses of the basic features of vowel are more closely examined.

Furthermore, Ramelan (1985:92) states that consonants are as follows:

1. All sounds in which the vocal cords are not in vibration.

E.g./p/,/t/,/k/,/f/,/s/,/h/,/θ/

2. All sounds in which the air goes out through the nose (nasal sound).E.g./m/,/n/,and/ŋ/

3. All sounds in which the air goes out through the side of the tongue (lateral consonants). E.g./l/

4. All sounds in which the air meets with a couples stoppage or complete obstruction somewhere in the mouth speech tract, these are called plosive sounds or stops e.g./p/,/b/,/t/,/d/,/k/,/g/

5. All sounds in which the air meets with a partial obstruction somewhere in the speech tract or mouth, so that a frictional sound is heard. E.g./ð/,/f/,/v/,/s/,/z/

6. All sounds are not syllable also considered as a consonant. E.g./j/,/w/

Based on the classification of consonants above, Ramelan (1985:92) then conclude that consonants are classified and describe principally, by the two more important components: there are point of articulation and manner of articulation.

Consonants are commonly classified in the basic of the following three variables (Ramelan, 1985:92).

- a. The place where the optimum construction takes place which is called the place of articulation or point of articulation.

- b. The way in which the air is obstructed by the articulation. This variable is called the manner of articulation or type of articulation.
- c. The activity of vocal cords that is whether the obstruction of the air above the larynx is accompanied by the vibration of the cords is not.

When referring to the English consonants, we should know the following classifications: voiced or voiceless sounds, places of articulation, manner of articulation (Ampa 2008:10)

1. Voiced and Voiceless Sounds

If the vocal cords are apart, the air stream is not obstructed at the glottis and it passes freely into the parts of the vocal tract above the glottis. The sounds produced in this way are called voiceless sounds. Say a long sound /s/ again, and in the middle of it turn the voice on. This will be a /z/ sound. But not all the voiced sounds in English have similar voiceless sound in English. It is only voiced sound.

2. Place of articulation

Roach (1998: 52) divided the consonants according to the places or points of articulation into eight classes, such as:

- a. Bilabial, made by the two lips. Bilabial sounds are /p/, /b/, /m/, and /w/.
- b. Labiodental, made by the upper front teeth and the lower lip. The sounds are /f/, and /v/.
- c. Dental, made by the upper teeth and the tip of the tongue. The sounds are /ð/ and /θ/

- d. Alveolar, made by the tongue teeth or blade and the alveolar ridge the sounds are /t/,/d/,/s/,/z/,/n/,/l/.
- e. Palatal-alveolar, made by the tongue tip or blade and the back of the alveolar. The sounds are /ʃ/,/ʒ/,/r/,/ʝ/,/dʒ/
- f. Palatal, made by the front of the tongue and hard palate, example /j/.
- g. Velar, made by the back of the tongue and the soft palate of tongue, example: /k/,/g/,/ŋ/.
- h. Glottal, utilized to produce a sounds in the glottis. Example /h/.

3. Manner of articulation

This system refers to the way in which the sounds are made or how the air stream is modified by the vocal tract to produce the sounds. Jackson (1982:12-15) defines consonants are those speech sound which are produced with some kinds of closure in the mouth, restricted the escape of air. He further identified the consonants in six groups of closure as discusses below:

- a. Plosive (stop) is the sounds which are produced involve complete closure in the mouth, a raised velum preventing escape air through the nasal cavity, and plosive after the release of the closure. Stop consists of /p/ in pear, /b/ in bear, /t/ in train, /k/ in kick, /g/ in gain.
- b. Fricative, the sounds which are produced by air escapes through a small passage and make a hissing sound. The consonants include /f/ in fine, /v/ in vine, /θ/ in thin, /ð/ in that, /s/ in seal, /z/ in zeal, /ʃ/ in she, /ʒ/ in measure and /h/ in head.

- c. Affricative is the sounds which are produced by related to both plosive and fricatives. Consonants consists of /tʃ/ in chin and /dʒ/ in gin.
- d. Nasal is the sound which are produced by involving a complete closure in the mouth, but unlike for plosive, the soft palate is lowered so that air may escape through the nose. Consonants which are produced consist of /m/ in mum, /n/ in numb , and /ŋ/ in sing.
- e. Lateral, the sounds are also continuant sound; there is a complete closure, but air escape over the side of the tongue, consonants consist of /l/ in let.
- f. Approximant, the sounds involve a near closure in the mouth but without friction. Consonants consists of /w/ in wet, /r/ in run and /j/ in yes.

F. Name and Symbols of English Consonants

It is necessary to know the name and symbols of the consonants because the name of things may describe their own feature. Particularly the English consonants can be identified either they are voiced or voiceless by knowing their name. so when they are known, it will help the speaker in order not to make mistake when produce them. Roach (1998:52) identified the name and symbols of English consonants are as follows:

1. Bilabial plosive /p/ (voiceless) and /b/ (voiced). It involves a complete closure in the mouth; raise preventing escape of through the nasal cavity, and poison after the release of the closure, such as in the word pear, bear, chapel, cable.
2. Labiodentals fricatives /f/ (voiceless) and /v/ (voiced). The tongue is placed inside the teeth with the lip touching inside front teeth and blade touching the

inside of the upper teeth, such as in word feign and vain, or referee and reverie.

3. Dental fricatives /θ/ (voiceless) and /ð/ (voiced). In producing dental fricatives the friction occurs between the tongue tip and the back of the teeth. For some speakers the tongue tip actually protrudes fricatives, e.g thing and them.
4. Alveolar plosive /t/ (voiceless) and /d/ (voiced). The alveolar plosive is made with a closure between the tongue blades or sometimes tongue tip and the alveolar ridge. They are represented by the familiar symbol /t/ and /d/ for the voiceless alveolar plosive and voiced alveolar plosive respectively. For example, train and drain writer and rider, mat and mad.
5. Alveolar fricative /s/ (voiceless) and /z/ (voiced). The friction is between the tongue tip or blade and the alveolar ridge, not only in place of articulation but also in the shape that the tongue takes up in the articulation of the sound. The tongue is shaped so that there is a groove down the centre line along which the air passes, the alveolar fricatives have familiar symbol /s/ as voiceless alveolar fricative and /z/ as voiced alveolar fricatives. For example: rise and size.
6. Alveolar lateral /l/ (voiced) the back of the tongue is raised toward the soft palate and it said to be valorized. The valorized alveolar lateral is symbolized, for example: long, life.
7. Palate alveolar fricatives /ʃ/ (voiceless) and /ʒ/ (voiced). Friction occurs between the tongue front and the hard palate, but at the same time the tongue tip is raised toward the alveolar ridge. For example: finish and bridge.

G. The consonant sounds

When it comes teaching and practicing consonant sounds, work should be concentrated on the most urgently needed core consonants. If there is more time, other consonants can be addressed. The highest priority sounds are at the end of words because they give crucial grammar cues. They are usually spelled with the letters *s* or *d*, (e.g., *books/bags, paid/passed*) (Gilbert, 2008:28).

Hancock (2003:13) gives some example and explains about consonant sounds :

1. *Back, Pack* : The consonant sounds /b/ and /p/. when you say the alphabet, the letters B and P have the sounds / bi:/. In words, they have the consonant sounds /b/ and /p/.
2. *Rice, rise* : the consonants sounds /s/ and /z/. when you say the alphabet, the letters C and S are pronounced /si:/ and /es/. Notice they both have the consonants sound /s/. but S is also often pronounced as the consonant sound /z/.
3. *Some, sun, sung* : the consonant sounds /m/, /n/ and /ŋ/ are made by stopping the flow of air out of the mouth so that it goes through the nose instead. The three sounds are different because the air is stopped by different parts of the mouth. You can feel this when you say the words *some, sun, sun*.

CHAPTER III

METHOD OF THE RESEARCH

This chapter consists of research design, population and sample, data collection and the instrument.

A. Research Design

This research used descriptive method. It aims at finding out the students' pronunciation ability, difficulties faced and some words that are mostly pronounce incorrectly.

B. The population and Sample

1. Population

The population of the research was the first year students of SMAN 1 Seram Utara (Maluku Regency) which consist of 3 classes. The XI consists of 33 students, X2 = 34 students, and X3 = 36 students so the total number is 103 students.

2. Sample

Purposive Sampling (Sugiono, 2009: 85) is technique with particular consideration. The writer used purposive sampling because the writer conducted research on English language skills, then the sample data source was a person skilled in English, or speak English studies at a school, then the sample data source was the expert speak English. This sample was more suitable for qualitative research, or research that is not to generalize, so he employed 30 students to be respondents. The writer interview 20 students because most of the students do not want to be the interviewed directly because they feel nervous and

cannot think if the interview is done directly by recording their voices. But the author gives a sheet of paper containing the interview questions for all students

C. Instrument of the research

The instrument used to collect the data in this research was the pronunciation test that consists of the consonant sound within words, which are not found in Indonesian. They are seven consonants which are not found in Indonesian, namely: /v/, /ʃ/, /ð/, /θ/, /ʒ/, /dʒ/, /tʃ/, which are situated in words within initial, medial, and final position.

This pronunciation test was administered by recording the student's voice to be transcribed. It aimed at finding out the English phonemes they are students ability by the students of SMAN 1 Seram Utara, the writer also interview 20 students to concern with their problem to the English pronunciation.

D. Procedure of data collection

In collecting data :

1. The researcher met the respondents in the classroom and record their pronunciation, for transcription
2. The researcher informed and explained to the students about the research and the aim.
3. On 21-23th November 2012 the researcher gave pronunciation test for class XI, X2 and X3.
4. On 24th November the researcher interview 20 students.

E. Technique of the data Analysis

The results of the recording were analyzed by transcribing and tabulating with the percentage technique toward the correct pronunciation. The students have problem or difficulties if the percentage of correct pronunciation is below 75% (Morris in Rahmania , 2001:15).

The formula for percentage was as follows:

$$P = \frac{F}{N} \times 100$$

Notes : P : percentage

F : frequency

N : Total sample

Sudjana in You, H. (2002:27).

Calculating the mean score of the students, the writer used formula as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where =

\bar{X} = Mean score

$\sum X$ = The sum of all score

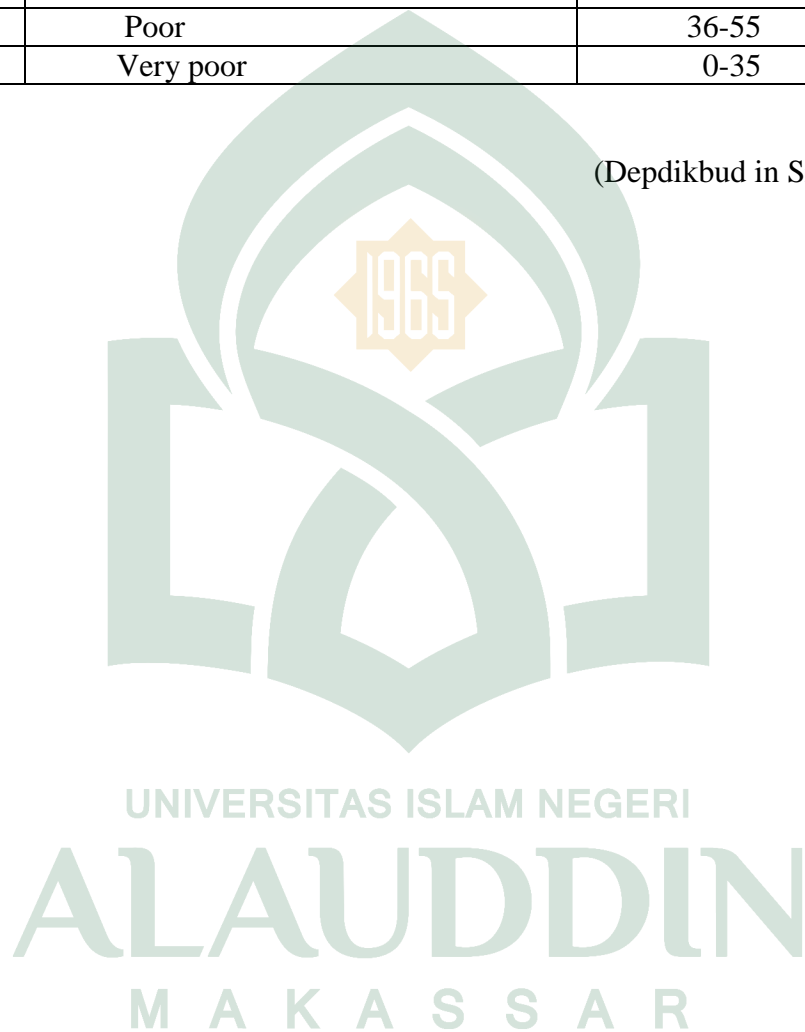
N = Total sample

(Gay, 1981 : 298).

The mean score of the students is classified as follows:

No	Classification	Score
1	Excellent	96-100
2	Very good	86-95
3	Good	76-85
4	Fairly Good	66-75
5	Fair	56-65
6	Poor	36-55
7	Very poor	0-35

(Depdikbud in Sri , 2008:20).





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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts. The first deals with the finding of the data analysis. The second part is discussion of the result of the data analysis.

A. FINDING

In this section, the writer presents the findings of the ability of the first students of SMA Negeri I Seram Utara to pronounce English consonants sounds.

The data were collected from 30 students of SMA Negeri I Seram Utara, the data were analyzed in two steps analysis. The first step, the writer calculated the result of the students in answering the students' pronounce by using the percentage formula. The second step, the writer calculated of mean score of the students' pronounce of the first year students of SMA Negeri I Seram Utara.





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b. Table II. The Frequency and Percentage of the Students' English Consonants

No	Classification	Score	Frequency	Percentage
1.	Excellent	96 – 100	-	-
2.	Very Good	86 – 95	-	-
3.	Good	76 – 85	-	-
4.	Fairly Good	66 – 75	-	-
5.	Fair	56 – 65	2	6,67 %
6.	Poor	36 – 55	16	53,33 %
7.	Very Poor	0 – 35	12	40 %
	TOTAL		30	100 %

Table above showed that none of the students got excellent, very good, good, and fairly good in English consonant. There were 2 students or 6,67% have fair score and 16 students or 53,33% have poor score there were 12 students or 40% have very poor in English Consonant.

2. Mean Score

The mean score of the English consonants test got by students was 40,33 (can be seen in appendix A).

Based on the classification, The mean score of the data students' English consonant was classified as poor it means that the students' ability to pronounce English consonants of SMA Negeri I Seram Utara was poor.

3. Students' reasons problem in finding in pronouncing English consonants

Table. III

Question 1 : do you think English pronunciation is difficult? why

No	Reason of the Students	Students
1	Difficult, because the writings are too difficult to read	1
2	Yes, because in we are school there is no English teacher	1
3	Yes, it's difficult because in pronouncing sentences, in English we requires familiarity of the tongue, and how to read or pronounce it	1
4	Difficult, because of the way different reading, writing English is also another of reading other students	1
5	Difficult, because the English language has words that make us confused	1
6	I think it so difficult, because of the words or phrases that have been written or are already present in the literature, different pronounce sentence is written. For example: anything so that I	1
7	Difficult, because they do not know English pronunciation	1
8	Yes, it is very difficult for me because on of the subjects that are disliked	1
9	Yes, it was difficult because his English is different from Indonesian	6
10	Yes, it's difficult because for me the way of writing and how readers are very different and difficult	1
11	Yes, it is difficult because English and Indonesian is different and English reading way too difficult	1

No	Reason of students	Students
12	Yes because sometimes my tongue to speak or utter stilted language English	1
13	Yes, because the pronunciation we often have difficulty in pronouncing English words	1
14	Difficult, because other means are also other pronunciation	1
15	Difficult, because other writings other read	3
16	It is difficult, because of different ways to read the writings we will also be greeting one	1
17	Difficult, because we do not have school English teacher	3
18	Yes, because of the way pronounce need lively spoke reliable, and writing way, way different convey	1
19	Yes, because the pronunciation of vocabulary in spoken rather difficult for me so difficult to pronounce it	1
20	In my opinion the spoken English was very difficult because we do not understand or know the ways of good reading	1
21	It is difficult, if we have understood how to read we did not find it difficult anymore, and if we do not know it's difficult	1
Total		30

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Table. IV

Question 2 : how often do you practice your English pronunciation ?

No	Reason of the Students	Students
1	Never practice English pronunciation	3
2	Never, because no English teacher	11
3	I do not often practiced, practiced even if nothing is confirmed	1
4	Rarely practiced	4
5	The time when the junior high school (SMP)	3
6	Not too often because my school was only a few after I entered high school (SMA) 2 times	1
7	Often, when someone speaks to me in a language English	1
8	Very rarely	1
9	How to pronounce it very difficult and I have never practiced	1
10	In our school no English teacher and we also do not know the English language	1
11	Approximately 1-2 days	1
12	School do not have teachers so we do not know how often we practice English pronunciation	1
13	I had to perform the task during the conversation, or read s short story that is given when the teachers of semester	1
Total		30

Table. V

Question 3 : how do you practice your English pronunciation ?

No	Reason of the Students	Students
1	Do not know how to read it	1
2	Never practice English pronunciation	1
3	Another way to ask and answer with a friend or write a simple ad in the student class	1
4	By reading English books	4
5	Never practiced, since there is no English teacher	5
6	Because unattractive pronounce unclear	1
7	How, ask a friend to help you see and hear and ask your friends to comment	1
8	Not interesting because there is no English teacher	1
9	Too difficult to pronounce or practice	1
10	I practice my English was nervous because I feel English is difficult	1
11	I often one of the words in the English language pronunciation practice	1
12	By means other than home schooling also I must restart	1
13	Do not know because they have not been studied as English literature student	1
14	By reading what the English language, and started trying to fix the way to pronounce it	1
15	By looking in the dictionary	1
16	I do not know how to practice it because they have not been taught	1
17	Speak with your bench	1
18	By way to pronounce rephrase what I learned	1
19	By way practicing	1
20	Do not understand because they do not know	4
Total		30

Table. VI

Question 4 : do your teachers ever teach you English pronunciation intensively?

No	Reason of the Students	Students
1	Never since no teachers	14
2	Yes, once	1
3	Never , and scare and yet intensively	2
4	Never	11
5	Ever but no too intensive	1
6	Never because my teacher taught only a mediocre student	1
	Total	30

Table. VII

Question 5 : do you know how to use a dictionary with phonetic symbols?

No	Reason of the Students	Students
1	Do not know, he was also new to hear	1
2	Do not know how to use a dictionary with phonetic	1
3	Do not know, having never or rarely learn through English dictionary	1
4	Do not know why we never learn English	1
5	I do not really know because we have never been taught by our teachers and now we do not have English teacher	1
6	Do not know because they never learned about the phonetic symbols	1
7	Never use because there is no teacher to learning	1
8	Do not know	11
9	No, because there is no teacher who taught me	8
10	Know well but not too deep	1
11	Do not know because they never learn	1
12	Do not know used it. Because it does not have a dictionary	1
Total		30

B. DISCUSSION

The section presents the discussion of the result of the data analysis. It aims as describing the students' consonants.

Consonants are speech sound produced by completely or partly stopping the air being breathed out through the mouth.

Based on the analysis of data obtained through English consonants, it can be said that the students' English consonants was categorized as poor, it was proved by 2 students or 6,67% got fair classification with score 56-65 and 16 students Or 53,33% who got poor classification with the score 36-55 and 12 students with the score 0-35. The mean score of the students' was 40,33 which indicated as poor classification.

This part presents the interpretation of each finding in order to explain it in details. It covers three major problems, namely the ability of the students, the difficulties of the students and the most mispronounced words by the students.

Basically the students were not able to pronounce English consonant sounds properly. It came on the surface since they were not familiar with those sounds in which their teachers rarely taught intensively with the element of language. Thus, the lack of practicing this subject makes them hesitate to pronounce the sounds (/v/, /tʃ/, /ʃ/, /ð/, /θ/, /ʒ/, /dʒ/).

Based on the presentation of findings in above, the researcher presents the interpretation of each finding in order to explain it in details, as follows:

1. The students ability and have difficulties in pronouncing the sound /v/

As seen in findings above that most students mispronounced /v/ phoneme correctly in all positions; in initial, medial and or final positions for both in words an in sentences. This indicates that they were be able and have difficulties in pronouncing this sounds.

The proof shows in sentences, students found difficult when the sound /v/ situated in initial position. For instance the word 'volley, voice. They tended to pronounced 'volley' as /foley/, voice as /fois/ and situated in medial position. For instance the word 'steven , cover. They tended to pronounced 'steven' as /stepen/ and cover as /kufer/ and situated in final position. For instance the word 'five, move. They tended to pronounced 'five' as /faif/, move as /maf/.

2. The students ability and have difficulties in pronouncing the sound /f/

As seen in in findings above that students most mispronounced /f/ phoneme correctly in all positions; in initial, medial, and or final positions for both in words an in sentences. This indicates that they have difficulties in pronouncing this sound.

The proof shows that in sentences, students found difficult when the sound /f/ situated in initial position. For instance the word 'shop, shy . They tended to pronounced 'shop' as /sop/, shy as /si/ and situated in medial position. For instance the word 'fisher , nation. They tended to pronounced 'fisher' as /fiser/

and nation as /nation/ and situated in final position. For instance the word ‘smash, wish. They tended to pronounced ‘smash’ as /smes/, wish as /wis/.

3. The students ability and have difficulties in pronouncing the sound /ð/

As seen in findings above that most students mispronounced /ð/ phoneme correctly in all positions; in initial, medial and or final positions for both in words an in sentences. This indicates that they were be able and have difficulties in pronouncing this sound.

The proof shows that all positions in sentences, students found difficult when the sound /ð/ situated in initial position. For instance the word ‘then, their . They tended to pronounced ‘then’ as /den/, their as /der/ and situated in medial position. For instance the word ‘mother , weather. They tended to pronounced ‘mother’ as /mader/ and weather as /weter/ and situated in final position. For instance the word ‘breathe, clothe . They tended to pronounced ‘breathe’ as /bred/, clothe as /klot/.

4. The students ability able and have difficulties in pronouncing the sound /θ/

As seen in findings above that most students mispronounced /θ/ phoneme correctly in all positions; in initial, medial and or final positions for both in words an in sentences. This indicates that they were be able and have difficulties in pronouncing this sound.

The proof shows that in sentences, students found difficult when the sound /θ/ situated in initial position. For instance the word ‘thin, thank . They tended to pronounced ‘thin’ as /tin/, thank as /tang/ and situated in medial position. For instance the word ‘brighter , anything . They tended to pronounced ‘brighter’ as

/breg/ and anything as /aniding/ and situated in final position. For instance the word 'fifth, north. They tended to pronounced 'fifth' as /fait/, north as /nor/.

5. The students ability and have difficulties in pronouncing the sound /ʒ/

As seen in findings above that most students mispronounced /ʒ/ phoneme correctly in all positions; medial and or final positions for both in words an in sentences. This indicates that they were be able and have difficulties in pronouncing this sound.

The proof shows that in sentences, students found difficult when the sound /ʒ/ situated in medial position. For instance the word 'measure, television. They tended to pronounced 'measure' as /meser/, television as /television/ and situated in final position. For instance the word 'garage ,mirage . They tended to pronounced 'garage' as /garge/ and mirage as /mireg/ .

6. The students ability and have difficulties in pronouncing the sound /tʃ/

As seen in findings above that most students mispronounced /tʃ/ phoneme correctly in all positions; in initial, medial and or final positions for both in words an in sentences. This indicates that they were be able and have difficulties in pronouncing this sound.

The proof shows that in sentences, students found difficult when the sound /tʃ/ situated in initial position. For instance the word 'child, cheap. They tended to pronounced 'child' as /kild/, cheap as /cip/ and situated in medial position. For instance the word 'natural , kitchen. They tended to pronounced 'natural' as /natural/ and kitchen as /kicen/ and situated in final position. For instance the word 'watch, each. They tended to pronounced 'watch' as /wat/, each as /ec/.

7. The students not be able and have difficulties in pronouncing the sound /dʒ/

As seen in findings above, that most students mispronounced /dʒ/ phoneme correctly in all positions in initial, medial and or final positions for both in words an in sentences. This indicates that they were be able and have difficulties in pronouncing this sound.

The proof shows in sentences, students found difficult when the sound /dʒ/ situated in initial position. For instance the word 'join, jam'. They tended to pronounced 'join' as /join/, jam as /jam/ and situated in medial position. For instance the word 'subject, agent'. They tended to pronounced 'subject' as /subjek/ and agent as /agen/ and situated in final position. For instance the word 'age, large. They tended to pronounced 'age' as /eig/, large as /largi/.

From the details above, it can be stated that the students of SMAN 1 Seram Utara not be able and have difficulties to pronounce seven English consonant, which are not found in Indonesian. They are /v/, /ʃ/, /ð/, /θ/, /ʒ/, /dʒ/, /tʃ/ and this can be seen from the findings and the details above that the highest correct percentage of pronouncing such phoneme did not reach 75%

The result of the research showed that the students' got poor on English consonants and the students were not able to pronounce English consonants sounds properly, it came on the surface since they were not familiar with those sounds in which their teachers rarely taught intensively with the element of language. This, the lack of practicing this subject makes them hesitate to pronounce the sounds (/v/, /tʃ/, /ʃ/, /ð/, /θ/, /ʒ/, /dʒ/)

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions related to the research. The conclusion is given based on the findings and discussion in chapter IV and the suggestions are given based on the conclusion.

A. CONCLUSION

Based on the data analysis and finding in the previous chapter, it can be concluded as follows:

The ability of the first year students of SMA Negeri 1 Seram Utara to pronounce English consonants was categorized as poor, where the students' mean score was 40,33. It means that the mean score of the students' pronounce English consonants was poor.

There were 2 students or 6,67% have fair score and 16 students or 53,33% have poor score there were 12 students or 40% have very poor in English Consonant.

B. SUGGESTION

There are some suggestions for English teachers, and English learners, as follows:

1. The English teacher who teach the English pronunciation course should try to improve the students pronunciation skills.
2. The English teachers who teach English in secondary schools should focus their teaching target on the students' pronunciation, particularly, toward the unfamiliar consonant, which are not found Indonesian.

3. The students whose pronunciation skills on the unfamiliar consonant were low should be active to improve their pronunciation skill by looking up in the dictionary and listening to English through TV, Radio, cassette, etc, particularly for English programs.



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APPENDICES

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Appendix A. (The Mean Score of Students)

Mean score of the Students' Consonants

$$X = \frac{\sum X}{N}$$

$$X = \frac{1210}{30} = 40,33$$



Appendix B

THE PRONUNCIATION TEST

Pronounce the following words carefully!

/V/

Initial	Medial	Final
Volley Voice	Steven Cover	Five move

/ʃ/

Initial	Medial	Final
Shop Shy	Fisher Nation	Smash Wish

/ð/

Initial	Medial	Final
Then Their	Mother Weather	Breathe Clothe

/θ/

Initial	Medial	Final
Thin Thank	Brighter Anything	Fifth North

/ʒ/

Initial	Medial	Final
- -	Measure Television	Garage Mirage

/tʃ/

Initial	Medial	Final
Child Cheap	Natural Kitchen	Watch each

/dʒ/

Initial	Medial	Final
Join Jam	Subject Agent	Age large



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Appendix C

WAWANCARA

1. Apakah menurut anda pengucapan bahasa inggris itu sulit? Mengapa?
2. Seberapa sering anda berlatih pengucapan bahasa inggris anda?
3. Bagaimana anda mempraktekan pengucapan bahasa inggris anda?
4. Apakah guru anda pernah mengajarkan pengucapan bahasa inggris secara fonetis?
5. Apakah anda tahu bagaimana menggunakan kamus dengan symbol-simbol fonetis?

INTERVIEW

1. Do you think English pronunciation is difficulty? Why?
2. How often do you practice your English pronunciation?
3. How do you practice your English pronunciation?
4. Do your teachers ever teach you English pronunciation intensively?
5. Do you know how to use a dictionary with phonetic symbols?

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Appendix D (Hasil Wawancara)

Table. III

Pertanyaan 1 : Apakah menurut anda pengucapan bahasa inggris itu sulit?

Mengapa?

No	Tanggapan dan Alasan Siswa	Jumlah jawaban dari beberapa Siswa
1	sulit, karena tulisanya terlalu sulit untuk di baca	1
2	ya, karena di sekolah kami tidak ada guru bahasa inggris	1
3	ya, sulit karena dalam mengucapkan kalimat, dalam bahasa inggris kita membutuhkan keterbiasaan lidah , dan bagaimana cara membaca atau mengucapkanya	1
4	sulit, karena cara bacanya berbeda, penulisan bahasa inggris lain cara bacanya juga lain	1
5	sulit, sebab bahasa inggris mempunyai kata-kata yang membuat kita bingung	1
6	menurut saya sulit , karena kata-kata atau kalimat yang sudah tertulis atau yang sudah terdapat di bacaan, pengucapanya berbeda dengan kalimat yang sudah tertulis. Contohnya : anything jadi itu kesulitan saya	1
7	sulit, karena tidak tahu mengucapkan bahasa inggris	1
8	ya, sangat sulit karena bagi saya salah satu mata pelajaran yang tidak di sukai	1
9	ya, sulit karena ucapan bahasa	6

	inggris berbeda dengan bahasa indonesia	
10	ya, sulit karena bagi saya cara penulisan dan cara pembacanya sangat beda dan sulit	1
11	ya, sulit karena bahasa inggris dan bahasa indonesia berbeda dan bahasa inggris cara bacanya terlalu sulit	1
12	ya, karena seringkali lidah saya kaku dalam berkata atau mengucapkan bahasa inggris	1
13	ya, karena dalam pengucapan kami sering mengalami kesulitan dalam mengucapkan kata-kata bahasa inggris	1
14	sulit, karena pengucapan lain artinya juga lain	1
15	sulit, karena tulisanya lain bacanya lain	3
16	ya sulit, karena cara membacanya berbeda dengan tulisanya maka ucapan kita juga akan salah	1
17	sulit, karena di sekolah kami tidak mempunyai guru bahasa inggris	3
18	iya, karena cara pengucapanya membutuhkan kelincaan berbicara yang handal, dan cara penulisanya, cara penyampaianya berbeda	1
19	ya, karena pengucapan kosakatanya yang di ucapkan agak sulit bagi saya sehingga sulit saya mengucapkanya	1
20	menurut pendapat saya pengucapan bahasa inggris itu	1

	sangat sulit karena kita belum mengerti atau mengetahui cara-cara membacanya yang baik	
21	Sulit, kalau kita sudah memahami cara membaca kita tidak merasa sulit lagi, dan kalau kita tidak mengetahui pasti sulit	1
	Total	30



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Table. IV

Pertanyaan 2 : Seberapa sering anda berlatih pengucapan bahasa inggris anda?

No	Tanggapan dan Alasan Siswa	Jumlah jawaban dari beberapa Siswa
1	Tidak pernah berlatih mengucapkan bahasa inggris	3
2	Tidak pernah karena tidak ada guru bahasa inggris	11
3	Saya tidak sering berlatih, kalau pun berlatih tidak ada yang membenarkan	1
4	Jarang berlatih	4
5	Waktu pada saat SMP	3
6	Tidak terlalu sering juga karena di sekolah saya itu hanya beberapa kali saja setelah saya masuk di SMA 2 kali saja	1
7	Sering, jika seseorang berbicara dengan saya dengan menggunakan bahasa inggris	1
8	Sangat jarang	1
9	Cara pengucapanya sangat sulit dan membuat saya tidak pernah berlatih	1
10	di sekolah kita tidak ada guru bahasa inggris dan kita juga tidak tahu berbahasa inggris	1
11	kurang lebih 1- 2 hari	1
12	sekolah kita tidak memiliki guru jadi kita tidak tahu seberapa sering kita berlatih pengucapan bahasa inggris	1
13	selama saya harus melaksanakan	1

	tugas percakapan, atau membaca cerpen yang di berikan guru ketika ulangan semester	
	Total	30



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Table. V

Pertanyaan 3 : Bagaimana anda mempraktekan pengucapan bahasa inggris anda?

No	Tanggapan dan Alasan Siswa	Jumlah jawaban dari beberapa Siswa
1	tidak mengetahui cara membacanya	1
2	tidak pernah mempraktekan pengucapan bahasa inggris	1
3	dengan cara saling bertanya jawab dengan teman atau menulis iklan sederhana di dalam kelas	1
4	dengan membaca buku bahasa inggris	4
5	tidak pernah mempraktekan, karena tidak ada guru bahasa inggris	5
6	tidak menarik karen pengucapanya tidak jelas	1
7	caranya, meminta bantu teman untuk melihat dan mendengar dan meminta teman untuk komen	1
8	tidak menarik karena tidak ada guru	1
9	terlalu sulit untuk mengucapkanya atau mempraktekan	1
10	saya mempraktekan bahasa inggris saya merasa gugup karena saya merasa bahasa inggris itu susah	1
11	Saya seseringkali salah dalam mengucapkan kata-kata dalam mempraktekan pengucapan bahasa inggris	1
12	Dengan cara selain belajar di sekolah di rumah juga saya harus	1

	mengulangnya kembali	
13	Tidak tahu karena belum pernah mempelajari bacaan seperti bahasa inggris	1
14	Dengan membaca apa saja yang menggunakan bahasa inggris dan mulai mencoba membetulkan cara pengucapanya	1
15	Dengan cara melihat di kamus	1
16	Saya tidak tahu cara mempraktekanya karena belum pernah di ajarkan	1
17	Speak dengan teman sebangku	1
18	Dengan cara mengucapkanya ulang kata-kata yang saya pelajari	1
19	Dengan cara berlatih	1
20	Tidak mengerti karena tidak mengetahui	4
	Total	30

Table. VI

Pertanyaan 4 : Apakah guru anda pernah mengajarkan pengucapan bahasa inggris secara intensive?

No	Tanggapan dan Alasan Siswa	Jumlah jawaban dari beberapa Siswa
1	Tidak pernah karena tidak ada guru	14
2	Ya, pernah	1
3	Tidak pernah dan jarang dan belum intensive	2
4	Tidak pernah	11
5	Pernah tapi tidak terlalu intensive	1
6	Tidak pernah karena guru saya hanya mengajarkan yang biasa saja	1
	Total	30

Table. VII

Pertanyaan 5 : Apakah anda tahu bagaimana menggunakan kamus dengan symbol-simbol fonetis??

No	Tanggapan dan Alasan Siswa	Jumlah jawaban dari beberapa Siswa
1	Tidak tahu, katanya juga baru di dengar	1
2	Tidak tahu menggunakan kamus dengan simbol-simbol fonetis	1
3	Tidak tahu, karena tidak pernah atau jarang belajar melalui kamus bahasa inggris	1
4	Tidak tahu sebab kami tidak pernah belajar bahasa inggris	1
5	Saya tidak terlalu tahu karena kami tidak pernah di ajar oleh guru kami dan sekarang kami tidak mempunyai guru bahasa inggris	1
6	Tidak tahu karena tidak pernah mempelajari tentang simbol-simbol fonetis	1
7	Tidak pernah menggunakan karena tidak ada guru untuk belajar	1
8	Tidak tahu	11
9	Tidak, karena tidak ada guru yang mengajarkan saya	8
10	Tahu juga tapi belum terlalu mendalam	1
11	Tidak tahu karena tidak pernah mempelajari	1
12	Tidak tahu menggunakannya.. karena tidak mempunyai sebuah	1

	kamus	
	Total	30



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Appendix E

key

Sound /v/	The correct pronunciation
Volley	/ˈvɑːli/
Voice	/vɔɪs/
Steven	/stiːvn/
Cover	/ˈkʌv.ə/
Five	/faɪv/
Move	/muːv/
Sound /ʃ/	The correct pronunciation
Shop	/ʃɑːp/
Shy	/ʃaɪ/
Fisher	/fɪʃ.ər/
Nation	/ˈneɪʃn/
Smash	/smæʃ/
Wish	/wɪʃ/
Sound /ð/	The correct pronunciation
Then	/ðen/
Their	/ðer/
Mother	/ˈmʌð.ə/
Weather	/ˈweð.ə/
Breathe	/brið/
Clothe	/kləʊð/
Sound /θ/	The correct pronunciation
Thin	/θɪn/
Thank	/θæŋk/
Brighter	/braɪθer/
Anything	/ˈen.iθɪŋ/
Fifth	/fɪf.θ/
North	/nɔːrθ/
Sound /z/	The correct pronunciation

Measure Television Garage Mirage	/ˈmeʒ.ə/ /ˈtel.ɪ.vɪʒ.n/ /gəˈrɑːʒ/ /mɪˈrɑːʒ/
Sound/tʃ/	The correct pronunciation
Child Cheap Natural Kitchen Watch Each	/tʃaɪld/ /tʃiːp/ /ˈnætʃ.rəl/ /ˈkɪtʃ.n/ /wɑːtʃ/ /iːtʃ/
Sound/dʒ/	The correct pronunciation
Join Jam Subject Agent Age Large	/dʒɔɪn/ /dʒæm/ /sʌb.dʒekt/ /ˈeɪ.dʒənt/ /eɪdʒ/ /lɑːrdʒ/

Appendix F

NAMES OF RESPONDENTS

NAMES
1. Batseba
2. Chandra
3. Elvira
4. Ependi
5. Herwati
6. Hesti
7. Jakaria
8. Jalaludin
9. Jalil
10. Lorenzo
11. Luther
12. Lutna
13. Mirda
14. Nur muhamad
15. Rajulan
16. Rauff
17. Sabban
18. Syarif
19. Susanti

20. Yuyun Pulu
21. Watimena
22. Atamimi
23. Balgis
24. Filka
25. Ipakit
26. Maoke
27. Salma Alhamid
28. Sarah Aitonam
29. Septiadi mabba
30. Tance Iela

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1. The finding of the students' English consonants

a. Table I. The following is the Score each the Students in Pronounce English Consonants

NO	/v/			/ʃ/			/ð/			/θ/			/z/		/tʃ/			/dʒ/			Right answer	Score
	I	M	F	I	M	F	I	M	F	I	M	F	M	F	I	M	F	I	M	F		
1	2,5	0	0	2,5	2,5	0	2,5	0	2,5	0	2,5	0	2,5	2,5	2,5	2,5	0	2,5	0	2,5	24	60
2	2,5	0	2,5	0	0	2,5	2,5	2,5	0	2,5	0	0	2,5	0	2,5	2,5	2,5	2,5	2,5	0	24	60
3	2,5	0	0	2,5	2,5	0	2,5	2,5	0	2,5	2,5	0	0	2,5	0	2,5	0	2,5	0	0	20	50
4	2,5	0	0	0	2,5	2,5	0	0	0	2,5	2,5	0	2,5	0	2,5	0	2,5	2,5	0	2,5	20	50
5	0	2,5	0	0	2,5	0	2,5	0	0	0	2,5	0	0	2,5	0	0	2,5	2,5	2,5	2,5	20	50
6	0	2,5	0	2,5	0	0	2,5	0	2,5	2,5	0	2,5	0	0	2,5	2,5	0	2,5	2,5	2,5	20	50
7	2,5	2,5	2,5	0	2,5	0	0	2,5	0	0	2,5	0	2,5	0	0	2,5	0	2,5	0	2,5	20	50
8	2,5	0	2,5	0	2,5	0	0	0	2,5	2,5	0	2,5	0	0	0	2,5	2,5	0	0	2,5	18	45
9	0	2,5	0	0	2,5	0	0	0	2,5	0	2,5	0	2,5	2,5	0	2,5	0	0	2,5	2,5	18	45
10	0	2,5	0	2,5	0	2,5	0	2,5	0	0	0	2,5	0	0	2,5	0	2,5	2,5	0	0	18	45
11	0	0	2,5	0	0	2,5	0	2,5	0	2,5	0	0	2,5	0	2,5	0	0	2,5	2,5	2,5	18	45
12	2,5	2,5	0	0	2,5	0	0	0	2,5	2,5	0	0	2,5	0	2,5	0	0	2,5	0	0	16	40
13	0	2,5	0	0	2,5	0	0	2,5	0	2,5	0	2,5	2,5	0	0	0	2,5	0	0	2,5	16	40
14	2,5	0	0	2,5	0	2,5	0	0	0	2,5	2,5	0	0	2,5	0	2,5	0	0	2,5	0	16	40
15	0	0	2,5	2,5	0	2,5	0	0	0	2,5	2,5	0	0	2,5	2,5	0	0	2,5	0	0	16	40
16	2,5	0	0	0	2,5	0	2,5	0	0	0	0	2,5	2,5	0	0	2,5	2,5	0	0	2,5	16	40
17	2,5	0	0	0	2,5	0	2,5	0	2,5	0	2,5	0	0	0	2,5	0	2,5	0	0	2,5	16	40
18	2,5	0	0	0	2,5	0	2,5	0	2,5	0	2,5	0	0	2,5	0	0	2,5	0	0	2,5	16	40
19	0	0	0	2,5	2,5	0	0	0	2,5	2,5	0	0	2,5	0	2,5	2,5	0	2,5	0	0	14	35
20	2,5	0	2,5	0	0	0	0	2,5	2,5	0	0	2,5	0	2,5	0	2,5	0	0	0	0	14	35
21	0	2,5	0	2,5	0	2,5	2,5	0	0	0	2,5	2,5	0	0	2,5	0	0	0	0	0	14	35
22	0	2,5	0	0	2,5	2,5	0	2,5	0	0	0	2,5	0	0	0	2,5	0	0	2,5	0	14	35
23	0	0	2,5	0	0	0	2,5	0	2,5	0	0	0	2,5	2,5	0	2,5	0	0	2,5	0	14	35
24	2,5	0	0	0	2,5	0	0	0	2,5	2,5	0	0	2,5	0	2,5	0	2,5	0	0	0	14	35
25	0	0	2,5	0	0	2,5	0	2,5	0	2,5	0	2,5	0	0	0	2,5	0	0	0	0	12	30
26	0	2,5	0	0	0	2,5	2,5	0	0	2,5	0	2,5	0	0	2,5	0	0	0	0	0	12	30
27	0	2,5	0	2,5	0	0	0	0	2,5	0	2,5	0	2,5	0	2,5	2,5	0	0	0	0	12	30
28	0	2,5	0	0	0	0	0	0	2,5	2,5	0	2,5	0	0	0	0	2,5	0	0	2,5	12	30
29	0	0	0	0	2,5	0	0	2,5	0	2,5	2,5	0	0	0	0	0	0	0	0	0	10	25
30	0	2,5	0	0	0	0	2,5	0	0	0	0	2,5	0	0	0	0	0	0	2,5	2,5	10	25
TOTAL																					242	1210

DOCUMENTER



CURRICULLUM VITAE



The writer, Asdar Muhamad Tang was born on August 18 1990 in Ambon. He has two sisters and one brother. In 1995, he started his education in SD INPRES 1 Wahai Kecamatan Seram Utara – Maluku Tengah and graduated in 2002. He continued his study in junior high School SMPN 1 Seram Utara , and graduated in 2005. Then he continued his study in SMAN 1 Seram Utara and graduated in 2008 and then he was accepted as a student in English and Litarature Department Faculty Adab And Humanities, Islamic State university of Alauddin Makassar.

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